

Studies in “Challenging Behavior”: Keys to Understanding

Applying the Information

After listening to the audio cast, use the questions below to consider a child you know. Individuals can do this on their own, to consider how they can use what they heard on this audio conference. Teams can work together to consider a child who someone on staff is currently serving or has served in the past. Please remember to keep any identifying information about a particular child or family confidential as you work with partners or other team members.

Consider a child you know whose behaviors concern you or his or her family.

1. How old is the child?
2. How long have you been working with the child and family?
3. What is great about this child?
4. Describe the behaviors of concern. (Are these behaviors particularly difficult for you? If so, why?)
5. What do you know about the child developmentally? (Consider both the child’s behaviors in terms of age appropriateness, and in terms of the child’s individual development. A three year old with a significant language delay, for example, may need to communicate messages in ways that seem inappropriate for his or her age.)
6. What do you know about the child’s temperament? How does that inform your interpretation of these behaviors?
7. Watch: What observations have you already made of this child? What more do you want to do? Do you want to include others in observing? What tools have you used? Make a plan: How will you observe this child in the next week?
8. Ask: Look at the questions listed under “Ask” on page 7. Do these raise additional questions for you as you think about this child? What additional questions do you want to ask?
9. Adapt: What adaptations have you tried so far? What has been successful? What has not? Classroom teachers: Does your organization have policies specific to biting, hitting, discipline or guidance in the classrooms? What else do you need to think about with this child? Home visitors: How have you worked with this family around these behaviors? What has worked for them? What has not worked? What more do you need to learn before you try again?

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References

Chess, S. 1990. Temperaments of infants and toddlers. In, *A guide to social-emotional growth and socialization*. ed. J. R. Lally. Sacramento, CA: California Department of Education.

Jackson, Don. 2004. *Positive behavior support: Nevada training manual*. Reno, NV: PBSNV

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Selected Resource List

For more information, see the following resources:

- Bailey, B. A., (2000). *Conscious discipline: 7 basic skills for brain smart classroom management*. Oviedo, Florida: Loving Guidance
- Brazelton, T.B., & Sparrow, J.D. (2003). *Calming your fussy baby, The Brazelton Way*. Cambridge, MA: Perseus Books.
- Brazelton, T.B., & Sparrow, J.D. (2003). *Discipline, The Brazelton Way*. Cambridge, MA: Perseus Books.
- Bredenkamp, S., & Copple, C. (Eds.) (1997). *Developmentally appropriate practice*. Washington, DC: National Association for the Education of Young Children.
- Hewitt, D. (1995). *So this is normal too*. St. Paul, MN: Redleaf Press.
- Jablon, J.R., Dombro, A.L., & Dichtelmiller, M.L. (1999). *The power of observation*. Washington, DC: Teaching Strategies.
- Kaiser, B. & Rasminsky, J.S. (2003). *Challenging behavior in young children: Understanding, preventing, and responding effectively*. Boston, MA: Pearson.
- Kranowitz, C.S. (1998). *The out of sync child*. New York: Perigee Books.
- Kurcinka, M.S. (1998). *Raising your spirited child*. New York: Harper Perennial.
- Kurcinka, M.S. (2000). *Kids, parents and power struggles*. New York: Harper Collins Publishers.
- Lerner, C., & Dombro, A.L. (2000). *Learning and growing together: Understanding and supporting your child's development*. Washington, DC: Zero to Three.
- Lally, J.R. (Ed.). (1990). *Infant/toddler caregiving: A guide to social-emotional growth and socialization*. Sacramento, CA: California Department of Education.
- Miller, K. (1999). *Simple steps*. Beltsville, MD: Gryphon House.
- National Research Council and Institute of Medicine. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.

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Van Der Zande, I. (1995). *1,2,3: The toddler years*. Santa Cruz, C: Santa Cruz Toddler Care Center.

Web Sites:

Center on the Social and Emotional Foundations for Early Learning (functional assessment): www.csefel.uiuc.edu

I Am Your Child: www.iamyourchild.org

Kids Health (click on "Parents" then click "Emotions & Behavior"): www.kidshealth.org

Loving Guidance: www.beckybailey.com

The Program for Infant/Toddler Caregivers: www.pitc.org

Talaris Research Institute: www.talaris.org

ZERO TO THREE: www.zerotothree.org

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